DOCUMENT RESUME

ED 447 747 HE 033 590

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TITLE	Problem-Based Learning in Higher Education: Untold Stories.
INSTITUTION	Society for Research into Higher Education, Ltd., London (England).
ISBN	ISBN-0-335-20337-X
PUB DATE	2000-00-00
NOTE	172p.
AVAILABLE FROM	Taylor & Francis, Inc., 7625 Empire Dr., Florence, KY 41042 ($33.95). Tel: 800-634-7064 (Toll Free).
PUB TYPE	Books (010) -- Reports - Descriptive (141)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	College Faculty; Educational Theories; Foreign Countries; *Higher Education; *Learning; *Problem Based Learning; *Teaching Methods
IDENTIFIERS	Great Britain

ABSTRACT

The central argument of this book is that the potential of problem-based learning is yet to be realized in higher education. Problem-based learning is an important approach to learning, based in the experiential learning tradition, that needs to be more centrally located in higher education curricula. Part 1 of this book explores problem-based learning through an analysis of its theoretical and philosophical underpinnings and a look at the reasons that the popularity of problem-based learning is growing. Part 2 explores the theory and practice of problem-based learning in four British universities to develop and present a framework for problem-based learning, the Dimensions of Learner framework. Part 3 explores ways of understanding and implementing the principal ideas and challenges that have emerged from the Dimensions of Learner framework. The last two chapters locate problem-based learning in the world of higher education in general and consider both educational and organizational implications. (Contains 6 figures and 118 references.) (SLD)

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